CHAPTER I
INTRODUCTION

A. Background of the Study

Teaching and learning are things that can be separated. It is currently essential for a teacher to provide quality teaching to improve the quality of student learning. This applies to all learning activities as well as teaching English. As we already know, English has an essential role in the effort to communicate and the relation with primary education. Therefore, English has a strategic position. To determine the success of education, the quality of learning and Teaching must be improved. Excellent and correct learning of English is a must supported by qualified human resources. In other words, improving the quality of human resources can positively impact the improvement of learning English. One of the essential things in learning English is assessing how the Assessment techniques provided by the teacher must follow the abilities of their students so that they can be an excellent evaluation to improve the next student's abilities.

Since September 16, 2020, most parts of Indonesia have been urged to do WFH (Work from Home), and all educational institutions, including schools and universities; this is done to reduce the number of viruses caused by Covid-19. But unfortunately, the application of the

system is due to a new disease or virus originating from the city of Wuhan, China, which has made an adverse impact throughout the world, including in Indonesia; this situation has become a new challenge in education, both for teachers and students to learn from home; work from home (WFH) has been going on for about one year, and even now, many problems have been found.

Implementing Community Activity Restrictions (PPKM) at levels one to three opens opportunities for academic units to carry out limited face-to-face learning (PTM) with permission from the local government. Of the 514 regencies/cities, 471 are in the PPKM area level 1-3. If it is calculated from the number of schools, as many as 540 thousand schools, 91 percent of them are allowed to do limited PTM.[1]

SMA Negeri 1 Baros is the first established secondary school with a state background in the Baros sub-district. This school also fulfilled the government's recommendation to carry out an online learning system during the pandemic period. However, this change in the learning system also had problems students and teachers felt, including providing learning material to take an assessment, even though it is crucial for the learning process.

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[1] "Kementerian Pendidikan Dan Kebudayaan » Republik Indonesia," https://www.kemdikbud.go.id/main/blog/2021/09/serbaserbi-pembelajaran-tatap-muka-terbatas-di-wilayah-ppkm-level-3.

Since implementing the 2013 curriculum, the assessment method used has also changed. Based on Regulation of the Minister of Education and Culture Number 81a of 2013 About implementation of the 2013 Curriculum, teachers are required to apply authentic Assessment as a student competency assessment method. In addition, based on the regulations Number of the Minister of National Education and Culture 104 of 2014 concerning the assessment system, teachers are expected to assess students' skills using performance, project, and portfolio assessments.[2] Therefore, the application of authentic Assessment in education is a critical aspect. Review works to help participants learn into groups, improve learning methods, measure students' readiness (attitude, mental, and materials), and guide students in improving competence.

However, authentic Assessment has faced considerable challenges in the implementation process during the COVID-19 pandemic since 2019. In this case, teachers face significant challenges in the assessment process, including in English language learning. Therefore, this requires English teachers to be able to modify the authentic assessment system into alternative assessments as an adjustment during the pandemic crisis that is still ongoing today.

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[2] KEMENDIKBUD RI, "Permendikbud Nomor 81 A 2013," *Implementasi Kurikulum Kurikulum*, no. 1 (2014): 1–97.

The assessment process seems very difficult to monitor for its authenticity during distance learning. Obstacles such as (1) readiness of human resources; (2) readiness of supporting facilities such as technology and financial conditions; (3) Covid-19 emergency policy regulations that frequently change as an adjustment. It should be noted that every human resource must be technology literate. Therefore, appropriate assessment implementation strategies need to be analyze to remain able to control students' competence in the range of attitudes, knowledge, and skills. Based on the problems above, researchers are interested in analyzing the implementation and constraints of learning implementation more deeply, including the authentic assessment process and appropriate strategies carried out by educators during the online learning period during the pandemic.

Therefore researcher is interested in doing research entitled "The Application of Authentic Assessment in the English Process during Online learning".

B. Focus of study

In this study, researchers focus on the authentic assessment system provided by English teachers and overcame difficulties in providing an assessment of online learning activities during the pandemic era.

C. Statement of the Problem

Based on the discussion of the background of the study above, the researcher makes statements about the problem as follows :

1. How do the English teachers provide an authentic assessment of students during online learning?

2. What are the student obstacles faced by the English teacher when assessing online learning outcomes during a pandemic period?

D. Objectives of the Study

Based on the statement of problems, the researcher determined some aims of the study as follows:

1. To investigate how do the English teachers provide an authentic assessment of students during online learning

2. To explore the student obstacles faced by the English teacher when assessing online learning outcomes during a pandemic.

E. The Significant of the study

This study describes the challenges of English teachers in providing Authentic Assessments during online learning. So, this research will be helpful for English teachers in providing solutions regarding the appropriate grading system. In addition, this study provides some helpful information and can be a reference for further research.

Then this research offers valuable experience for researchers as prospective educators.

F. Previous Study

Siti Maria Ulfa M and Rezki Suci Qamaria[3] *are researching "The Death of Authentic Language Learning Assessment in Indonesia During The Global Pandemic".*

The result :

Some of the factors that challenge the Assessment of authentic language learning include the authenticity of student assignments, the slow submission of student assignments, the presence of too many assessment burdens, and absolute assessments. As the main obstacle that is felt when teaching from home is the difficulty of teachers in controlling their students when making their assignments. Some students even make it an opportunity to cheat behind the teacher's back. In this online learning situation, there is no guarantee that parents, siblings, even private teachers will not hesitate to help or do assignments instead of the students themselves. In addition, teachers are more tolerant when students honestly do assignments even with little help than do nothing in their functions. So in the end the researcher concluded that the

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[3] Siti Maria Ulfa M and Rezki Suci Qamaria, "The Death of Authentic Language Learning Assessment in Indonesia During The Global Pandemic,"PTK: Jurnal Tindakan Kelas 1, no. 2 (May 1, 2021): p. 81–93

Assessment of authentic language learning could not be carried out properly during the global COVID-19 issue. The problem is caused by several factors such as teaching and learning performance and assessing students remotely, limited access to technology, and difficulties in Assessment. Therefore, the government has implemented a new policy in the field of education to respond to this critical period by freezing the existing 2013 curriculum and then using an alternative curriculum and assessment system. Curriculum changes led to modification of the assessment system to support language learning and assessment processes during the pandemic.

The Second previous study [4] titled "*Adaptation strategy of authentic assessment in online learning during the covid-19 pandemic*". The result:

The method used in this research is development research. In this study, it was found that there are various possible ways to conduct an assessment in online learning. This form of adaptation can be reviewed on the implementation that has been done so that teachers do not experience difficulties and can focus more on the learning process without thinking about new and unfamiliar assessment strategies. The

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[4] E. Sutadji et al., "Adaptation Strategy of Authentic Assessment in Online Learning during the Covid-19 Pandemic," *Journal of Physics: Conference Series* 1810, no. 1 (March 17, 2021). P.22

form of Assessment that may be carried out is by conducting a written test through several case study questions or analysis provided in the online platform; discussion with peer assessment as well as teacher activity assessment; write papers; and analyzing case studies, including conducting reviews and critiques. In principle, online teaching and learning systems can be delivered either asynchronously or synchronously. In the asynchronous grading method, which is not done in real-time, assignments and portfolios can be used to assess students' knowledge and skills. The synchronous assessment method is carried out in real-time during the online learning process. Furthermore, with this obstacle, it is necessary to evaluate the implementation of an authentic online assessment.

*The third previous study i*s "*The implementation of online assessment in English lesson at 10th grade student of SMA Nasional 3 bahasa putera harapan"* by [5]. This study uses a descriptive approach. Researchers obtain data through interviews, observation and documentation. The discussion addressed an English teacher in grade 10 National Senior High School 3 Purwokerto Language. Comments were made to get an overview of the online assessment application for learning English in grade 10 students of SMA Nasional 3 Bahasa Putera

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[5] Evriana Lutfiah, "The Implementation of Online Assessment In English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan" (August 6, 2020). P.20

Harapan. The documentation obtained the school profile, student assessments, and lesson plans.

This study indicates that teachers use six online applications: Schoology, Google Classroom, Instagram, TikTok, WhatsApp, and YouTube. The online application is used as an assessment tool. Researchers also found principles of online Assessment used by teachers. The focus is on elongated reflection, feedback, tool-ready, technology-enabled salute, enhanced collaboration, various techniques, prepared IT and people, and united. The teacher also does some online strategies, namely planning and assessing early on, providing and completing instructions, rubrics, and expectations, leaving room for students to ask questions, using various assessment types, using interactive and high-level learning opportunities, and providing feedback.

Comparing previous studies with my research is : **The first previous study** focused on the impact of applying authentic values during the pandemic, it was not explained how the teacher's process of providing assessment stages and providing solutions to deal with the situation at hand. While in my research, the author describes the process when the teacher applies authentic assessment when learning online,

looks for the perceived obstacles and reveals the teacher's solution to deal with the situation.

The second previous study was a type of development research research by prioritizing revised e literature, while in my research, using a case study where observations and observations were made when online learning took place at school. **The third previous study** was regarding the implementation of online assessment and did not use specific assessments and used tenth grade respondents, while in my research focused on authentic assessments, where the process and results were more highlighted and the respondents used were eleventh and twelfth grade teachers.

G. The Organization of the Writing

This paper is arranged into five chapters; every chapter has some points to explain the chapter.

Chapter I introduction contains the Background of the study, a Statement of the Problem, the Limitation of the Study, the Objectives of the Study, the Significant of the study, and the Organization of the Writing.

Chapter II is the Theoretical Frameworks, and this chapter consists of the theorist from some experts we have conducted the research related to this research and previous study.

Chapter III Research methodology contains the research method, the Setting of Research, the Research Procedure, the data collection technique, and the data analysis technique.

Chapter IV Chapter IV is finding and discussion, this chapter consists of explanation of the data description and the data analysis.

Chapter V Closing this chapter consists of the Conclusion and suggestios,